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From the Worcester (Massachusetts) *Egis*.

TEACHERS' CONVENTION.

THE convention of practical teachers from various parts of the commonwealth, in pursuance of a call from the Essex County Association of Teachers, with a view to the formation of a State Association, assembled in Brinley Hall on Monday evening last.

The meeting was called to order by Mr. Northend, of Salem, who stated the objects for which they had come together, and dwelt upon their importance in a few remarks.

A temporary organization was then effected, by the choice of Mr. Carlton, of Salem, as chairman, and Mr. Samuel Swan, of Boston, as secretary.

A committee having been raised to report a list of permanent officers for the convention, the following were reported and chosen:

President—Oliver Carlton, of Salem.

Vice Presidents—Thomas Sherwin, of Boston; Ariel Parish, of Springfield; Baruum Field, of Boston; Warren Lazell, of Worcester; Ebenezer

* Deceased.

S. Stearns, of Newburyport; P. H. Sweetser, of Charlestown.

Secretaries—Sam'l Swan, of Dorehester; Winslow Battles, of Boston; and W. K. Vaill, of Springfield.

Rev. Mr. Davis, of Westfield, by request, addressed the throne of grace, and

It was voted, That each session of the convention should be opened with prayer, and closed with the singing of Old Hundred; the latter service being added on motion of Benjamin Greenleaf, of Bradford.

After some proceedings and discussion in relation to the enrolment of members, it was

Voted, That all practical teachers be considered members of the convention, and that it be left to their own judgment to decide upon their individual qualification.

Mr. W. D. Swan read a letter from the Teachers' Association of Albany County, N. Y., announcing that the Association learned with pleasure the intention of the teachers of Massachusetts to form a State Association, and that a committee of three delegates had been appointed to attend the proposed meeting and express the sympathy which the teachers of the Empire State feel towards their brethren of the Bay State in this movement.

Messrs. Valentine, Bulkley and Anthony, the delegates referred to, were introduced, and requested to take seats in the convention.

Mr. Sweetser, of Charlestown, offered the following resolution:

Resolved, That in the opinion of this convention, the interests of education will be promoted by the formation of a State Teacher's Association, which shall be composed of practical teachers."

Mr. Pierce, of West Newton, opposed the resolution, declaring himself satisfied with the American Institute, now existing, and doubting the expediency of an association which should be confined to practical teachers, on the ground that much light and aid might be derived from the experience of past teachers, and from others interested in the cause who had not actually taught.

He doubted whether the interests of education would be promoted or advanced by an association of this kind. When he read the circular calling this convention, the thought was suggested to his mind that there already existed in this commonwealth, an organization virtually embracing the same objects at which the proposed association aimed. He could not see the necessity or propriety of forming another organization to cover the same ground already occupied by the American Institute of Education. He knew that the latter was not confined to Massachusetts, yet, nominally and really, its benefits were diffused, and its meetings had been generally held within this state. Its advantages had borne particularly on this portion of our common country. Many in this convention were doubtless aware that it had labored and struggled for encouragement. It had felt the want of support, influence and aid. The question had been under the consideration of that Institute, whether it was not best to discontinue its existence, because so little support was rendered by practical teachers and those interested in the work of instruction. Now if this be so, why should we divide the attention of teachers in this commonwealth, between two similar organizations? As a friend of education, he felt desirous of promoting its interests in the best way. But he felt it would be an act of injustice to form another

association, while one already existing in this state was so imperfectly sustained. The American Institute of Education was open to all practical teachers, for all purposes connected with the institution, and everything could be accomplished there, which was necessary to be done by such an institution. It was proposed that this be confined to all practical teachers, but he wanted an association of this kind to embrace all who are interested in the cause of education, and he could not see why it should not embrace all who had had long experience in the work of instruction, although they had retired from active labor. They still felt interested in the teachers' profession; but if they were to be excluded from the proposed association, its members would be deprived of their experience and instruction, their sympathy and counsel. As a friend to the highest interest of the cause, he deemed it best that all should give their counsel and support to the institution already formed.

Mr. Greenleaf, of Bradford, said the American Institute had done much good. It had stirred up teachers, and led to great improvements; but he thought the proposed association might do still more good. He hoped both might prosper without interference. He would willingly go a hundred miles, if necessary, to attend the meetings of either.

He was present when the American Institute was formed. A gentleman there proposed that it should be a teachers' association, and for so doing he received a tremendous rebuke. He did not think the association now proposed would conflict at all with the interests of the other, and he was therefore disposed to encourage both so far as it could be done with consistency.

Mr. Hathaway, of Medford, was in favor of the resolution. He thought the management of the Institute was too much in the hands of persons who were not practical teachers. Ministers had their associations among themselves, lawyers and doctors, their professional societies; and in his opinion teachers should have similar institutions of their own. If a man was sick, he applied to a regular physician, and he considered teachers as best qualified to give advice in relation to the subject of teaching.

Mr. Thayer, of Boston, advocated the passage of the resolution, but upon different grounds. He did not think the Institute too much under the management of persons not engaged in teaching, but it was old (16 years old) and languishing because it had lost the interest originally attached to it; and he thought a new association, upon different principles, might be useful as that had been useful, and without interference be fresher and more vigorous than the other.

If the American Institute of Education were to die to-day, he should rejoice in its existence as having done great good; but the very fact of its dying should incite teachers to new effort. At any rate, if it were to do half the good which the old organization had done, it ought to be a matter of rejoicing. The influences of that had been spread broadcast over the land, and he thought this also might accomplish immense good without crippling the energies of that.

Mr. Northend, of Salem, thought there were other reasons why the American Institute languished. He was free to say that he felt friendly to that association, but he felt that he could not go so far to attend its meetings. He did not be-

lieve it had languished from age. He thought the gentleman from Medford was correct in his explanation of the cause, but he felt that an organization like that now proposed was needed.

Mr. Parish, of Boston, said he had longed for the assembling of a state convention like the present. He would not do anything in this convention to cripple the efforts of the American Institute, but he felt that an association like that now proposed would create greater enthusiasm in the cause of education, by bringing the teachers of this state into a closer union, thus concentrating the experience of the whole for the benefit of one another. He wanted to know with whom he was laboring, and this would furnish the means of acquiring as much information as possible from all engaged in the work of education in this state.

Mr. Pierce again rose, and said he thought it well for teachers in towns and counties to assemble and discuss the various subjects connected with their labors, but notwithstanding all that had been said, he was convinced that the state association would conflict with the institute of education, and he would venture to predict that either one or the other must cease to exist. He thought all the objects aimed at by this convention would be fully secured by county associations. If there were two, every one would desire to attend both, and as for himself, he could hardly find money enough to attend one. He knew not how rich others felt, nor how fat their salaries were, but in the circle of his acquaintance, they were far from being *sinecures*. Did not gentlemen know that the American Institute was open to all present? Did they not know that it had languished from a want of interest in the great subject of education in common schools, and not, as had been said, because it was not represented by practical teachers? He knew it had been represented by a great majority of practical men in the state. It had been said, also, that it was dying from old age, but sixteen years did not make an old man! True it was old compared with some other institutions. He knew the community sought for novelties, like the parties whose periodical existence partakes of but one idea, and which flourish for a moment, and then cease to exist. He should not, however, regard it as a fall, if on the ruins of the American Institute, another association should arise to do the public half the good which that had done.

Mr. Swan, of Boston, was a member of the American Institute of education at its commencement. He remembered with pleasure the hundreds who came up to it from sixteen different states. He was still a member of it, and hoped to be many years more, but he must join with gentlemen present in the opinion that it is in a languishing state. One great reason for it, seemed to him to be, that it wanted the confidence of practical teachers. He had often urged his brethren to attend its deliberations, and they had as often replied, "why should we go to listen to the crude theories of inexperienced men?" He would have an association in which practical teachers could come together and impart to each other the results of their experience, and he hoped that another annual meeting would bring forth some good lecturers, and young ones too.

Mr. Pierce, of West Newton, (his language we lost,) here referred Mr. Swan to the able lectures of the American Institute, five-sixths of which, he said, were by practical men.

Mr. Swan replied, that he had derived great

pleasure in reading the lectures of that institution, and among them, some from the gentleman last upon the floor. They had given him much instruction and much help. They contained some good notions, and some great crudities!

Mr. Northend, of Salem, hoped gentlemen would not speak more than twice, nor more than eight minutes at a time.

Mr. Greenleaf, of Bradford, hoped they would confine their remarks to seven minutes. He could tell all he knew in less time than that.

Mr. Bulkley, of New-York, said that twenty years ago, an attempt was made to form a teachers' association in Connecticut, but he could not say that it ever drew breath after. It was composed of ministers, doctors, lawyers, teachers, and the friends of education in general. The consequence was, that *what was every body's business was no body's*. In the organization in New-York, they had endeavored to steer clear of those rocks of division. He rejoiced to see the clergyman and the lawyer in their professional sphere, but when they became part and parcel in a teachers' association, the identity was lost in the commingling of so many elements. They had been accustomed to look up to that class of the community, but a teachers' association needed men to work, and unless the Massachusetts association was composed of such materials, sixteen years would not be required to engraft upon it the grey hairs of age.

Mr. Greenleaf said he knew some of the members of the old association were grey, but he did not believe it was dying. He thought it would live as long as any other institution in the state.

Mr. Wells, of Andover, said he was sorry that any reflections should have been cast upon the American Institute of education. He loved it and cherished it, and he doubted not that such was the case with every member of the convention. He thought, however, with those that had preceded him, that just such an association as that now contemplated, was required to aid in carrying forward the enterprise of furnishing good and efficient teachers for the country.

Mr. Bates, of Dudley, suggested the arguments from analogy between the present case and that of religious and political organizations. There were town societies, and county societies, and state societies, and national societies for other public purposes. So there were town associations and county associations, and an American Institute of teachers; but there was no state association. There was one link wanting in the chain, and that they proposed to supply.

Amasa Walker of North Brookfield thought the convention was much indebted to the gentleman from Newton, for the valuable facts and information which he had imparted relative to the American Institute. He had thus learned much about that institution. He regarded every thing connected with it, as possessing great interest. He also felt a deep interest in all the movements of the day, connected with the progress of education. The present was an age of conventions, and of periodical effort, and why could not education be promoted by the same means that were adopted to forward every other popular enterprise? It might be set down as truth, that this, like other objects, could not go on without periodical effort. Such was the age. All classes were moved by novelties. The only danger to be apprehended was, that the interests of school

teachers would come to be consulted rather than the interests of education, and that thus, the proposed movement would degenerate into a selfish association. (Cheers.) He hoped the State would ere long be brought to regard the subject of education, in its true light, and while it appropriated annually from thirty to forty thousand dollars, for the purpose of training the militia, he earnestly desired it should appropriate an equal sum for the training of teachers, according to law. (Cheers.)

Mr. Russell of Boston, replied that no State measures (and to our shame it should be said,) had been adopted by Massachusetts to promote education, that could be at all compared with those of smaller States. He was strongly impressed with the great importance of an organization in which all the teachers of Massachusetts might feel a personal interest.

The question being called for, the resolution was adopted, with a single vote in the negative, that of Mr. Pierce of West Newton.

It was then voted to choose a committee of five to draft a constitution for the State Teachers' Association, to be presented to the meeting on Tuesday morning, and Messrs. Northend of Salem, Green of Boston, Stearns of Newburyport, Parish of Springfield, and Lazell of Worcester, were chosen.

Messrs. Wells of Andover, Hathaway of Medford, Jos. Hale of Boston, Galloup of Salem, and W. D. Swan of Boston, were appointed a committee to prepare the business of the next meeting, and after singing Old Hundred, the meeting was adjourned to 9 o'clock on Tuesday morning.

TUESDAY—MORNING SESSION.

The convention was called to order at 9 o'clock. A. M. Prayer was offered by Rev. George Allen of Worcester, after which the minutes of the last evening were read. It was then voted that teachers from other States who might be present should be invited to take seats in the convention. Mr. Greenleaf of Bradford, moved that speakers be allowed to occupy ten minutes each. The motion was carried.

The following letter, from D. P. Page, of Albany, Principal of the State Normal School of New-York, addressed to Charles Northend of Salem, as chairman of the Essex county committee, was read from the chair.

ALBANY, NOV. 18th, 1845.

Dear Sir—I hasten to acknowledge the receipt of an invitation to attend a Convention of Teachers, to be held in Worcester, on the 24th inst., an invitation proceeding from the Essex County Teachers' Association, of which you are the chairman.

My heart almost instinctively goes out after what ever pertains to the progress of common schools, and the elevation of the teachers' profession, and especially when that movement proceeds from the "ancient and honorable" organization—the Essex County Teachers' Association. To that association I have much reason to feel myself deeply indebted. Till within a year, a member of it almost from its infancy, its semi-annual meetings returned just in time to meet my wants, to refresh my spirits, to excite my aspirations, and to enlighten my future path, by the teachings of wisdom and experience which were there wont to be supplied. I rejoice for the teachers of Massachusetts, to whom I still cling with the feelings of brotherhood, that there is now a movement to extend all over the State, the blessings so long enjoyed in your favored corner of it. I trust your call will meet the hearty response of all those who esteem the dignity of the teachers' profession, and that you will have a full and profitable meeting. Nothing would afford me greater pleasure, than the privilege of joining with you on the 24th inst., but as I am in the midst of a term, with some 300 minds in a course of training for the same great work, I feel

that I should do wrong to leave my post, even for such a privilege.

May heaven smile upon your deliberations, and so direct them that the cause of right education shall be in the highest degree promoted, and that those who are to minister at its sacred altars, shall go away, both encouraged and enlightened.

Accept for yourself and the other members of the committee, the assurance of the personal regard of your friend.

D. P. PAGE.

To Charles Northend, Esq., chairman of the Essex County Committee, &c.

Mr. Green of Boston then offered the following resolution which was adopted:

Resolved, That we regard Mr. Page as a firm friend of popular education, and believing him eminently qualified for his present situation, our best wishes attend him.

On motion of Mr. Bates of Boston, the following resolution was unanimously adopted:

Resolved, That we most sincerely approve of the late movements of the teachers in the State of New-York, in the formation of a State Teachers' Association; and that they have the sympathies and co-operation of the Massachusetts State Teachers' Association in all their efforts to promote the general interests of common school education.

Mr. Wells of Andover, chairman of the committee on school discipline, offered the following resolutions:

1. Resolved, That the subject of school discipline is one of inconceivable importance at all times, not only to teachers but to the whole community; that the spirit of subordination to rightful authority is the first element of all true freedom, and that the very permanency of our free institutions rests, in no small degree, upon the correct discipline and beathful influence of the nursery and the school-room.

2. Resolved, That it is the duty of this association to express in unequivocal terms their sentiments on this subject.

3. Resolved, That at the present time especially, teachers suffer much embarrassment from the irresolute, wavering opinions which prevail in the community on the subject of corporal punishment, and that unless more sympathy and support are offered to teachers in enforcing the wholesome restraints of the rod when necessary, the evils of anarchy and insubordination will ere long greatly increase in the adult community.

4. Resolved, That, not only as an association, but as individual teachers, we owe our most sincere and active efforts to maintain what is right and correct what is wrong in the views of the community on this subject.

5. Resolved, That we regard it as one of the highest duties of our profession to exercise the wholesome restraints of disciplinary control, in whatever form the nature of the case may demand; and that all attempts to render the judicious use of the rod odious in the estimation of the public, tend to paralyze the free discretionary action of the teacher, to cramp his authority, and greatly to abridge his influence and success.

In presenting the above resolutions, Mr. Wells said he supposed the association was prepared to send forth such an expression. The loose and wavering opinions afloat in the community relative to school discipline, had actually prevented teachers from discharging their duty. They were afraid to administer wholesome punishment when it was required. An application had been made to him within the last three weeks, by a young man who wished to be engaged as a teacher, but when informed of an opening in a neighborhood where the people were opposed to corporal punishment, he declined the offer. A committee man had also applied to him for a teacher, but was very careful to add that the people in his district were opposed to the use of the rod. If it was the desire of gentlemen to sustain teachers

in the discharge of their duty, he thought it time that some decisive action should be taken.

Mr. Pierce said the resolutions were somewhat different from what he had anticipated. The topics embraced in them were of great importance. One of the resolutions spoke of the introduction and use of the rod when necessary. He had no objection to that. He thought however that those cases were few and far between, when it was necessary to use the rod. He believed that when teachers had exhausted their resources in the effort to establish their government, they would find little occasion to resort to punishment. The great difficulty was, teachers became impatient before they had employed all the means in their power to sustain good discipline. He believed they would all be better teachers, if they would study the example, and endeavor to drink in the spirit of the instructions of the great Teacher. If they would go to his school, and study his character, and catch his spirit, they would not need to go to other schools to learn how to teach. Teachers did not make sufficient allowances for the manner in which the pupil had been brought up. How many times had such neglect led teachers to do wrong. He had observed that as teachers advance in years, they were less and less disposed to have recourse to the rod, and their faith, also, in the ultimate utility of such punishment became less and less. If teachers would meet children in the spirit of forgiveness—if they would defer punishment till another day, all disposition to be insubordinate would cease. In five cases out of six, the pupil would be found on the next morning, in just the frame of mind his teacher would have him brought to give encouragement of future obedience. He had seen children borne down by punishment, live to become obedient under the discipline of a lenient teacher. He understood that in the prisons and penitentiaries of this country, those who had had the experience of years, were now in the habit of governing the wild and reckless spirits under their care, by means of soft words. He would not have the discipline of prisons before that of our schools.

Mr. Northend of Salem, said he did not agree with the gentleman in some of his views. He had tried the experiment of delaying punishment till another day, and had never suffered so much in his school discipline, as during the interval. He believed punishment necessary, and he was satisfied that if a boy knew he would suffer almost immediately on the commission of a wrong act, it would operate as a preventive.

Mr. Bowker of Boston, had had the sole charge of one of the Grammar schools in that city, for more than eight years, and had now the entire care of 450 pupils. He had not made use of corporal punishment for more than a year; he had honestly and sincerely tried the experiment of governing his school without its use. There had been no moment when he could not command obedience, but much time had been spent in governing which should have been devoted to teaching.

For the first three months, he lived very comfortably upon his old discipline. The next three, his school suffered; the next three, it was "bad enough," the last three, a great amount of time that would otherwise have been devoted to valuable instruction had been required to preserve order.

And although he should be a teacher but a few

weeks longer, he felt it to be a duty he owed to his successor or successors, and to those under his instruction, to inflict corporal punishment upon the few, the very few, who would otherwise abridge his usefulness to those who are disposed to do right.

Mr. Ritchie of Duxbury, had tried the experiment of governing his school without a resort to corporal punishment, but with less success than some gentlemen who had preceded him. He believed the use of the rod necessary. He knew there were in many districts, opinions adverse to it. He had known a man complain of corporal punishment in schools, who was unable to control three or four children at home, even with the aid of his "better half." He was glad that some expression on this subject was to go forth from this association. The plan of governing schools without punishment, subjected the teacher to constant scolding and talking, which entirely unfitted him for the discharge of his duties.

[We are reluctantly obliged to omit the remainder of this discussion, and of the proceedings of the association, for want of room. The resolutions reported were adopted by a strong vote.]

ORLEANS.

THE Teachers' Association of this county met, according to previous notice, at the court-house in Albion, Oct. 11th, at 10 o'clock A. M. The meeting was called to order by the president; and, on motion of Mr. H. C. White, a committee of five was appointed to draft a new constitution. The committee consisted of Messrs. A. Snider, H. C. White, S. Hall, I. Phillips, and J. Smith.

On motion of H. C. White, a committee on resolutions was appointed, consisting of Messrs. A. Stillson, O. Wight, D. Moore, B. Culver, and H. Madison.

The committees retired and the convention was addressed by the Rev. Mr. Rich; after which it adjourned to meet again at 1 o'clock P. M.

AFTERNOON SESSION.

The convention having been called to order, the chairman of the committee on the constitution presented one, after the reading of which, it was unanimously adopted.

Mr. Rich again addressed the meeting—Subject, the importance of changing our alphabet—omitting redundant letters, and adding others, so as to make the number forty; i. e. a letter for every sound in our language.

At two o'clock, Mr. Lorenzo Hall, town superintendent of Gaines, addressed the convention on the subject of popular education. Mr. Hall acquitted himself with honor.

The chairman of the committee on resolutions being called on, reported as follows:

Whereas the best hopes of our common country, as it regards the prosperity of her republican institutions, our individual and national prosperity and happiness, depend essentially upon the intelligence, morality and virtue of the people. And whereas almost the only source of education for the great mass of the people, including a majority of our officers—legislative, executive and judicial, is our common school;—and whereas any attempt to elevate the standard, to correct, purify, extend and perfect the still somewhat defective system of common school instruction must prove futile

without implicit confidence and concert of action existing between its teachers, various officers, and the people, as the true source of power: Therefore,

Resolved, That we believe it to be the duty of teachers, county and town superintendents, as well as all officers connected with common schools, in their individual and official capacity, to endeavor to conciliate the confidence and esteem of the people; to enlighten, mould and turn public sentiment upon the subject of education into its healthful and proper channel.

Whereas much dissatisfaction and discord have been produced among the teachers of this county, both by the past and present methods of establishing and conducting Normal Schools; and whereas we consider it absolutely essential to the prosperity and utility of those schools that the influence and energies of the teachers be united in creating and sustaining one such institution:—Therefore,

Resolved, That a committee be appointed to fix upon the time and place for holding such school, and provide instructors, &c. for the same; and that we consider it the duty of the county superintendent, together with the superintendents of the several towns, to act as such committee: and we therefore choose them to act in such capacity.

Resolved, That this association recommend the passage of a law making an appropriation to defray the expenses of a teachers' institute in each county of the state.

Resolved, That this association recommend the adoption of the FREE SCHOOL system in this state.

Resolved, That an annual examination of all our teachers, whether holding town, county, or state licenses, is an indispensable duty of school officers.

Resolved, That in our opinion, a correct habit of reading can best be fixed by the frequent example of the teacher—arithmetic by application to the business of life—English grammar by frequently applying its principles to the art of composition—geography in connection with drawing—and spelling by writing upon slates.

Resolved, That we recommend to teachers to steadily instruct their pupils in correct composition and declamation.

Resolved, That it is the imperative duty of the teacher to endeavor to secure to his school the benefits derived from the frequent visitation of its patrons.

Whereas a great amount of human suffering is induced by man's violation of the organic laws of his being, which might be avoided by the knowledge of his physical construction, Therefore,

Resolved, That the study of physiology ought to be introduced into every common school, and when it cannot be introduced, the teacher should give oral instruction.

Resolved, That every teacher, so far as his opportunities may permit, should make himself acquainted with the philosophy of the human mind.

Resolved, That every teacher should endeavor to awaken the minds of his pupils, and to prepare them for the active duties of life.

Resolved, That the teacher, in governing his school, should appeal to the higher sentiments of the scholars, only reserving the use of the rod as a dernier resort.

Resolved, That every teacher should impart to his school daily lessons on the much neglected subject of morals; and that there is no way of

imparting those lessons so effectually as by the teacher's constant example of kindness, justice, integrity, equanimity, sympathy and affection.

Resolved, That teachers should read books and papers devoted to the subject of common school education, and endeavor to keep pace with the onward spirit of the age.

Whereas the term of office of the present county superintendent is about to expire,

Resolved, That we tender to him our sincere thanks for his indefatigable labors in advancing the cause of common school education, for the efficient manner in which he has discharged the important and responsible duties of his office, and for his untiring zeal in promoting the advancement of mind.

On motion of H. C. White, a committee was appointed to prepare business for the next meeting, consisting of Messrs. John Church, O. Wight, S. W. Marvin, E. Bacon, and N. F. Daniels.

On motion of H. C. White, a vote of thanks was given to those in attendance from abroad, especially from the town of Yates.

On motion of Mr. Penniman, town superintendent of Barre, thanks were voted to Messrs. Hall and Rich for their able and appropriate addresses.

Resolved, That the proceedings of this convention be published in the county papers, District School Journal, and Teachers' Advocate.

The convention adjourned to meet again at the call of the president.

N. W. BUTTS, President.

E. BACON, Secretary.

ESSEX COUNTY.

WESTPORT, Nov. 21, 1845.

MR. DWIGHT,—That the subjects of this communication may be brought directly before each school district in the county, it is respectfully solicited that the Journal be the medium of communication.

SCHOOL DISTRICT MAPS.

In order to raise the necessary tax for repairing school-houses, erecting wood-houses, &c., the trustees of school districts will find their labors greatly facilitated by having a map of their district, defining the taxable lands, and the residence of habitants.

Where no such map is already formed, it will be economy in such district to call a meeting of the inhabitants, who, with the aid of the town superintendent, may accurately define their boundaries, and affix a district map to their account book. This will prevent many errors and difficulties, which frequently add to the onerous duties of trustees.

A copy of this map may also be affixed to the teachers' book, which trustees are required to provide for the record of the attendance of scholars.

Thus teachers can more readily comply with the statute regulations, and leave their record in a form which will lessen the task of making out the rate-bills.

With these two books, required by statute, and a district map accompanying each, and a corresponding judicious record by the several teachers, the duties of trustees would be much more agreeable than they are at present esteemed.

The town superintendent with the aid of the town clerk in each town, will thus be enabled to

complete a town map, which will save days and weeks of trouble and vexation to district and town officers, and the inhabitants generally.

Again, these districts and town maps should be copied by every pupil, when he first commences the study of geography. Let the pupil begin with regions already known,—then progress to the study of a town map, a county map, a state map, a map of the United States, and finally a map of the world.

Thus, while the study of their district and town maps is attended with immediate practical utility, the pupils are forming just notions of geographical terms and objects, and are the better prepared to pursue their printed works with understanding pleasure. Indeed, this preliminary step will secure an intelligent zeal in their future geographical labors.

Moreover, the habit of intelligent study in geography, will be followed by a corresponding effort in other departments of study.

The attention of town superintendents and trustees is respectfully called to the subject of district and town maps.

COMMON SCHOOLS.

The interests of the common schools of Essex county, will be discussed, and plans devised for an extension of their benefits, at such places as the town superintendents may severally appoint in their respective towns, at one and six o'clock, P. M., on the days below specified, viz:

In Westport, Wednesday, November 26	
Lewis, " " " " " " " " " " " "	December 3
Willsboro, " " " " " " " " " " " "	" 10
Keene, " " " " " " " " " " " "	" 17
Crownpoint, " " " " " " " " " " " "	" 24
Moriah, Thursday, January, 1, 1846	
Jay, Wednesday, " " " " " " " " " " " "	" 7
Chesterfield, " " " " " " " " " " " "	" 14
Essex, " " " " " " " " " " " "	" 21
Elizabethtown, " " " " " " " " " " " "	" 28
Ticonderoga, " " " " " " " " " " " "	February 4
Minerva, " " " " " " " " " " " "	" 11
Newcomb, " " " " " " " " " " " "	" 18
Schroon, " " " " " " " " " " " "	" 25
Wilmington, Thursday, March 5	
St. Armand, Wednesday, " " " " " " " " " " " "	" 11

One of the objects of these visitations will be the formation of district maps. Teachers and pupils are invited to have several copies of their respective districts for exhibition.

In case of any contemplated deviation from the above appointments, special notice through the several town superintendents will be seasonably given. A general attendance is respectfully solicited.

DAVID P. HOLTON,

Co. Sup't. of Common Schools.

SEMI-ANNUAL EXAMINATIONS.

It is hoped teachers throughout the county will commence and pursue their labors on so thorough and philosophic a plan, that their daily studies and recitations may be such in subject and manner, as to render a union examination of the several schools in their respective towns, interesting and profitable to each other, and comparatively easy of execution on the part of the town superintendents.

D. P. H.

OSWEGO.

TEACHERS' INSTITUTE.

This body held its annual session at Mexicoville, commencing on the 13th, and ending on the 24th inst. About two hundred and seventy-five of the most efficient and successful teachers, and several of the most active and intelligent town superintendents of the county were in attendance.

On Friday the 24th instant, a resolution of the board of supervisors, which appeared in the Oswego Co. Whig, of the 21st inst., was laid before the Institute, whereupon it was,

Resolved, That a committee of five be appointed to take the matter into consideration, and report resolutions expressive of the sense of the institute.

On motion, G. B. Jackson, John A. Place, E. A. Fish, A. H. Dunham, and E. B. Doolittle, were appointed such committee.

After due deliberation, the committee reported the following preamble and resolutions, which were unanimously adopted:

Whereas, the Board of Supervisors, at their late annual meeting, passed the following resolutions, to wit:

Resolved, That our faith in the usefulness and utility of the office of deputy superintendent of common schools for the county of Oswego, is much shaken, for the following reasons:

1st. That it is not conducive to that harmony and union among the several school districts of this county, that it was designed to produce.

2d. That it is an almost useless expenditure of money.

3d. That we firmly believe, if the same amount of money now paid as a salary to the deputy superintendent were placed in the school fund, it would produce far more beneficial effects.

4th. And finally, after having given the experiment a fair, impartial, and full trial, we sincerely say we are disappointed in its result.

We therefore respectfully pray that the legislature at its next session, do abolish this office so far as the county of Oswego is concerned.

Resolved, That the clerk of this board, forward at an early day, during the session of our next legislature, to the members of the assembly from this county, a copy of this resolution.

And whereas, we believe the above resolutions are unjust, uncalled for, and have no foundation in truth, and are eminently calculated to destroy the hitherto successful efforts to elevate the standard of common school education in Oswego county, therefore,

Resolved, That we sincerely regret the passage of the above resolutions, for the following reasons:

1st. Whatever differences may have arisen on minor points, differences inseparably connected with every reform, nevertheless, we believe that the operation of the system has had a strong tendency to promote an union of action among the friends of education throughout Oswego county.

2d. That instead of being an almost useless expenditure of money, it has proved a saving to the county.

3d. We believe the compensation of the county superintendent, is no more than a fair equivalent for the services rendered, and the same amount of money could not be otherwise so beneficially expended.

4th. The rapid and unprecedented improvement of our common schools throughout the county and state—an improvement which carries joy to the heart of every friend of education—an improvement which challenges the attention of the world,

fully demonstrates the success and utility of the present system.

Resolved, That the legislature could not strike a more deadly blow at the cause of education than by abolishing the present system of supervision.

Resolved, That our confidence in the ability and usefulness of our county superintendent, Dr. O. W. Randall, remains unshaken; and we congratulate our fellow-citizens upon their good fortune in retaining in the field this champion of primary education. By his unswerving integrity, and straight forward course, he has acquired that popularity which is not run after, but follows the benefactor and philanthropist.

Resolved, That these resolutions be signed by the chairman and secretary, and published in the papers of the county.

On motion of Mr. Ferris,

Resolved, That the chairman of the committee be instructed to transmit a copy of the above resolutions to the legislature at their next session.

S. R. SWEET, *Ch'n. pro tem.*

A. HOLMES, *Secretary.*

[For the District School Journal.]

WASHINGTON COUNTY.

At an adjourned meeting of the board of superintendents of common schools of Washington county, held at Argyle, Oct. 17th, the following resolutions were unanimously adopted, viz:

Resolved, That in the opinion of this board of superintendents, a special education is no less essential to fit a man for the honorable profession of school teaching, than it is to fit him for that of law or medicine,—and that no person should be “admitted” to the responsibilities of either without this special training.

Resolved, That one of the first duties of the state is to provide for the universal education of the people; and as the education of the people depends mainly upon the condition and character of their common schools, it becomes a question of the deepest moment, how these schools can best be made what the interests of all require that they should be—the dispensers of a thorough, practical, universal education.

Resolved, That there is little hope of making these schools the almoners of such an education, until teachers themselves shall be more generally specially trained for their profession; and we believe that we have no right to expect that they ever will be so trained until schools shall be established for this express purpose, and until teachers, when thus qualified, shall be more liberally compensated for their services.

Resolved, That the establishment of TEACHER'S INSTITUTES, in each of the counties of the state, and the appropriation of a portion of the proceeds of the common school fund, sufficient to sustain them without charge upon the pupil, is a measure of vital importance to the schools, and essential to the best interests of the state.

Resolved, That in the examination and licensing of teachers, duty to our constituents requires that we should be more thorough and critical than has heretofore been the practice, and that we regard evidence of “ability to teach,” and a desire to elevate and improve the profession, as indispensable prerequisites to obtaining a license.

Resolved, That those teachers who are regular readers of some one of the numerous educational journals of the day, and who have read, and are

endeavoring to practice upon the enlightened views of such writers as Potter, Mann, Emerson, Palmer and Abbott, give the highest evidence that can be furnished of a warm zeal and praiseworthy devotion to the great cause of popular education, and are therefore, not only entitled to the warmest sympathies of superintendents, but to the cordial and substantial support of the public.

Resolved, That those teachers who are not readers of such a journal, and who have never taken the pains to peruse any of the numerous writings which have fallen from the pens of these and other “great lights of the age,” upon the subject of popular education, are also entitled to our special regards; but that our commiseration will be best manifested by assigning to them their appropriate place, which will be any other than that of the teacher of a common school.

Resolved, That teacher's associations be formed in each of the towns in this county, at as early a day as practicable; and that we lend our aid and influence to sustain them, by endeavoring to make them both interesting and useful.

Resolved, That we recommend the organization of a COUNTY EDUCATIONAL SOCIETY, for the improvement of our common schools; and that the county superintendents of this county be requested to call a meeting of the friends of popular education for that purpose, at the time and place of the next meeting of the board of superintendents.

Resolved, That these proceedings be signed by the chairman and secretary, and published in the papers of the county, and also in the District School Journal.

After resolving to go home, and practically to carry out the spirit and letter of these resolutions, the board adjourned.

I. McNAUGHTAN, *Ch'n.*

ARCHIBALD GOW, JR., *Sec'y.*

LITERARY NOTICES.

SCHOOL LIBRARY.—This is the title of an excellent series of Reading Books, by Miss E. Robbins. They are designed for the use of schools and families, both as a means of teaching the art of reading, and for the purpose of imparting useful knowledge on a great variety of subjects. The series comprises thirteen volumes. They display considerable skill and sound judgment.

Miss Robbins possesses a highly cultivated mind greatly enriched by observation, which, with long experience in teaching, has enabled her to give to the public a series of well written and well arranged works, affording much valuable information, and being well adapted to refine the taste and awaken a spirit of inquiry. The work entitled “American Popular Lessons,” cannot fail to exert a healthful influence on the formation of character. The principles of morality, manners of men, and a great variety of eminently useful topics, are treated in a simple yet dignified style, which will interest and improve the youthful reader.

In the “Poetry for Schools,” we find a discreet selection from the writings of the Poets, affording some of the best specimens of English Literature which have enriched the language from the Elizabethan age to the present time. To these selections are added explanations, involving a brief but comprehensive system of Rhetoric, as an illustration of the style of the poets.—*Teachers' Ado.*

DISTRICT SCHOOL JOURNAL.

ALBANY, JANUARY, 1846.

DEATH OF FRANCIS DWIGHT, ESQ.

In place of the customary gratulations of this festive season, our columns are this month clothed in the habiliments of mourning in consequence of the lamented death of him who has heretofore and for so long a period been their guiding and informing spirit! On the 15th of December ult. that spirit took its flight from earth to heaven, leaving desolation, solitude and deep affliction to his bereaved family and a large circle of acquaintances and friends. The numerous and touching testimonials of the various public bodies with which he was connected at the time of his death, and which we take a melancholy satisfaction in transferring to our columns, shew the estimation and regard in which he was held by them and by the community in which he resided: but the loss which that community, and the interests of popular education have sustained cannot be adequately expressed in words. Although liberally educated and furnished with all the advantages which wealth and foreign travel could supply, Mr. DWIGHT had devoted every energy of his fine talents and richly cultivated mind to the advancement of the interests of COMMON SCHOOL EDUCATION. Industrious, indefatigable, judicious, and discriminating, he had availed himself of every practicable source of information and knowledge, which might in any way be brought to bear upon this great field of labor and usefulness; and "the cause he knew not, he searched out." He was a most efficient auxiliary in the establishment and organization of the existing common school system: and has uniformly been one of its most ardent and enthusiastic supporters and defenders, "through evil and through good report." In the discharge of the various public duties which were from time to time cast upon him, he was accurate, thorough and efficient: and many an educator of youth will trace to the well filled pages of this Journal, while under his immediate supervision, the germs of excellence and the materials of future progress in an arduous and laborious profession. As a man and a citizen, he was universally beloved and respected: and if a life of earnest and constant endeavor to be useful in his generation constitutes any test of Christian charity and religious hope, those consolations of the word of God which cheered his dying hours and illumined the "dark valley of the shadow of death" afford the most gratifying assurance that for him "to die was gain."

His funeral was attended on the 18th ult. from

his late residence; and notwithstanding the inclemency of the day, all classes of our citizens united in paying the last sad tribute of respect and affection to their deceased friend. The adjacent churches were thrown open for the accommodation of the pupils of the public schools, and such others as could not obtain entrance into the house: and the procession of citizens on foot and in sleighs, was one of the largest and most imposing ever known in our city. In short on no occasion have we ever known a more deep and general feeling of sympathy and grief than that which pervaded all classes of our community on the receipt of the melancholy intelligence of the death of our distinguished friend.

The day of his funeral by a singular coincidence, was the anniversary of the opening of the Normal school—an institution in which he had uniformly manifested the deepest interest—and a few days preceding his illness, in a conversation with the principal, Mr. Page, he had alluded to this approaching anniversary, and suggested that it should in some way be appropriately celebrated. How little did either then dream how mournful would be that celebration!

Recognizing as we do the omnipresent supervision of a pervading Providence, who "doeth all things well"—without whose permission or notice not a sparrow falls to the ground, and by whom "even the hairs of our head are numbered," we bow in humble submission to a dispensation so inscrutable and mysterious. "It is not all of life to live, nor all of death to die." Length of days and external prosperity are neither the necessary concomitants of our well-being here, nor in any respect essential to the accomplishment of the purposes which Providence may have in view, in regard to us hereafter. Numerous and varied and far-reaching as may be our duties and responsibilities with reference to those by whom we are surrounded, and those who are to succeed us on life's busy stage, "one thing is needful"—that constant preparation of heart and life which can alone enable us to meet the final hour with composure not only, but with triumph. This is only to be secured by the dedication of our best energies to the welfare of our species—with purity of heart, earnestness and sincerity of purposes, simplicity and humility of spirit, and an unfaltering trust in the Creator and Governor of the universe. Then may we hope to "die the death of the righteous, and our last end be like his."

PROCEEDINGS OF PUBLIC BODIES..

At a meeting of the Executive Committee of the State Normal School, at the office of the Secretary of State, on Tuesday morning, Dec. 16,

the following resolutions were offered by Mr. BENTON, and unanimously adopted:

Resolved, That the members of this committee have heard with the deepest feelings of sorrow the melancholy intelligence of the death of their late associate, Secretary and Treasurer, FRANCIS DWIGHT, Esq., and appreciating, as they do, in the highest degree, his eminent services as an ardent and most devoted friend of Popular Education, and an active and efficient member of this Board, sympathize most cordially and deeply with his bereaved family and numerous friends, and with the community to which he belonged, in this afflictive dispensation of an overruling Providence.

Resolved, That in testimony of their respect for the character and services of the deceased, they will attend his funeral, and that a copy of these resolutions be transmitted to his widow, entered upon the records of the committee, and published in the several papers of the city, and in the District School Journal.

The intelligence of the death of FRANCIS DWIGHT, Esq., having been appropriately and feelingly announced by the Principal, at the opening of the Normal School this morning, the following preamble and resolutions were unanimously adopted:

It having pleased the Almighty Dispenser of human events to remove by death our much esteemed and valued friend, FRANCIS DWIGHT, Esq., a member of the Executive Committee of the State Normal School, one of its earliest and most efficient patrons, and a distinguished and enlightened friend of Popular Education:

Resolved, That we sympathize most deeply and cordially with the family and friends of the deceased in this most afflictive visitation, and desire to mingle our tears with theirs, and with the community of which he was a member, on this mournful dispensation of Providence.

Resolved, That in this melancholy and mysterious event, we recognize the frailty and mutability of earthly anticipations, and the importance of that constant preparation for the hour of death which can alone enable us fearlessly and calmly to meet that great and final change: And that neither the most distinguished public services, nor the highest prospects of future usefulness, nor "troops of friends," nor high responsibilities and far reaching beneficence, nor worth, nor talents, can avert "the inevitable hour."

Resolved, That as a feeble token of our deep sympathy with the family and friends of the deceased, and of our respect for his character and services, we will attend his funeral as a body; and that a copy of these resolutions be transmitted to his bereaved widow, and be published in the newspapers of the city and in the District School Journal.

At a special meeting of the Board of Commissioners of the district schools of the city of Albany, held at the Mayor's Office, December 16, 1845,

Present—G. V. S. Bleecker, James Maher, John Simpson, John O. Cole, J. O. Flagler, D. Worthington, Eli Perry, H. B. Haswell.

The President announced the painful intelligence of the sudden decease of FRANCIS DWIGHT, Esq., one of the members and the Secretary of the Board; whereupon, on motion of H. B. HASWELL, Esq., the following resolutions were unanimously adopted:

Resolved, That it is with emotions of profound sorrow we hear of the death of our late colleague, FRANCIS DWIGHT; that by this dispensation of an inscrutable Providence this Board has been bereft of a much esteemed and inestimable member, and the cause of Popular Education a devoted and efficient friend.

Resolved, That from respect due to the memory of our departed friend and associate, the several district schools of this city be closed on the day of his funeral, and that the several teachers of said schools and the children under their charge be requested to attend the same.

Resolved, That this Board deeply sympathize with the widow and family of the deceased, in this their bereavement of a fond husband and kind father, and will attend his funeral, and wear mourning for thirty days.

Resolved, That these proceedings be published, and that a copy thereof be sent to the family of the deceased.

Resolved, That the proceedings of the Albany Teachers' Association, a copy of which have been presented to this Board, be entered on the minutes and published with the proceedings of this Board.

G. V. S. BLEECKER, President.

H. B. HASWELL, Secretary pro tem.

At a special meeting of the Albany Teachers' Association, held on Monday evening, December 15, the President having announced the death of FRANCIS DWIGHT, Esq., Messrs. Steele, Jones and Bulkley, were appointed a committee, who reported the following resolutions, which were unanimously adopted:

Whereas, the All Wise Disposer of events, has, in His mysterious Providence, removed from our midst FRANCIS DWIGHT, Esq., the late able and devoted Secretary of the Board of School Commissioners of this city, therefore

Resolved, That, in this dispensation, we acknowledge the hand of Him who doeth all things well, and who giveth not to man an account of His acts.

Resolved, That to the Board of Commissioners we tender our sympathy, in the irreparable loss they have sustained, in the decease of one of their most active and energetic members.

Resolved, That we most sincerely tender to the family of the deceased our warmest sympathy in their deep affliction, and assure them of our prayers to Him who has promised to be the Father of the fatherless, and the widow's God and friend; that, in this hour of trial, He will be near to comfort and sustain them.

Resolved, That as an Association of Teachers, we will, in a body, attend the funeral of the deceased, and pay the last sad tribute of respect to one who has been so long and so intimately associated with us.

Resolved, That the proceedings of this meeting be signed by the President and Secretary, and presented to the family of the deceased, and also published in the city papers.

JOEL MARBLE, President.

T. W. VALENTINE, Secretary.

[From the Albany Argus.]

We perform a melancholy and painful duty in announcing the death of our much esteemed friend and fellow citizen, FRANCIS DWIGHT, Esq. This event took place at his residence in Clinton Park, yesterday morning, at ten o'clock. His disease, we are informed, was inflammation of the bowels, proceeding from a severe bilious attack a few days previous.

At the time of his death, Mr. DWIGHT was, as is very generally known, a member of the Board of Education of the city of Albany, one of the Executive Committee of the State Normal School, and Editor of the District School Journal. He had previously filled, for several years, the office of County Superintendent of Common Schools: and perhaps no individual in the community was more ardently, enthusiastically and efficiently devoted to the promotion of the interests of popular education and public instruction. No man has labored more zealously and indefatigably in this great field of usefulness: and few have left more deep and abiding traces of well-directed effort and persevering, enlightened industry. As a husband and father, he was kind, affectionate and tenderly beloved: as a friend, sincere and devoted: as a citizen, public spirited, liberal and generous: as a Christian, and a philanthropist, eminently an active and faithful follower of the Great Head of the Church. The void which his premature departure from among us has occasioned will be long and deeply felt; and to an extensive circle of relatives and friends his loss is irreparable. May He who has smitten them administer the

only balm of consolation which can bring relief to their wounded spirits!

Since the above was in type, a mutual friend has addressed us the following feeling and just tribute to the character and virtues of the deceased:

It becomes our painful duty to announce the death of FRANCIS DWIGHT, Esq., of this city, which occurred yesterday morning.

This afflicting event has fallen so unexpectedly upon us, that we can scarcely realize that our friend has left us for ever. We would not part with him without a sad tribute to his virtues, and a lament, which, alas! is unavailing, that he should have been taken from us in the prime of manhood and in the midst of his usefulness. Mr. DWIGHT possessed a mind of no common order; endowed with the highest natural gifts, and enriched with the choicest stores of classical and elegant literature, to which was added a piety, fervent and sincere, and a kindness and benevolence which made him "never weary in well doing." To the cause of Common School education, the pages of the Journal of which he was the editor, will attest his zealous devotion, and his usefulness in his self-imposed task will be readily acknowledged by all who know the extent and variety of his labors as editor and superintendent. His many virtues have endeared him so closely to all who knew him, that each mourns his loss as that of a brother, and the writer, who loved him well, feels that he pays but a slight tribute to his worth in this hasty notice of his decease.

The State loses in him a most eloquent and effective advocate and promoter of the system by which her future destinies are to be controlled—society a brilliant ornament—and in the fireside circle from which he has been withdrawn for ever, he leaves a void which can never be filled; and did the friends whom his death has bereaved, "mourn without hope," their affliction would be greater than they could bear. It is humbly believed, for their consolation, that his blameless life and earnest Christian faith, will ensure him his reward.

[From the Albany Citizen, of Dec. 16.]

We were pained yesterday to hear of the death of our esteemed fellow citizen, FRANCIS DWIGHT, Esq. His illness was of short duration, he having enjoyed his usual health up to Thursday of the last week, when he was attacked with a bilious complaint. He expired yesterday morning at his residence on Clinton Square.

Mr. DWIGHT's loss will be severely felt, not only by the family and friends he leaves behind him, but also by the cause of common school education, to the interests of which he devoted his time and talents zealously. He was for some years our county superintendent of common schools, and, up to the time of his decease, was the able editor of the District School Journal.

[From the Albany Knickerbocker.]

It is with sorrow we record the death of FRANCIS DWIGHT, Esq., our late able and efficient school superintendent, and at the time of his death, editor of the District School Journal, and secretary of the Board of School Commissioners, and a member of the Executive Committee of the State Normal School. In the death of Mr. DWIGHT our system of common school education has lost a devoted friend. He died yesterday at his residence in Clinton Square.

BARNES' PICTORIAL MORAL INSTRUCTOR.

It affords us unfeigned pleasure to direct the attention of the teachers and officers of school districts generally, to this admirable chart, which needs only to be seen and examined, to commend

itself to the encouragement and patronage of every friend to the interests of the rising generation. The conception of its projector, OASON BARNES, Esq., the late superintendent of the western section of Onondaga county, has been skilfully and faithfully carried out by the engraver, Mr. J. HALL, of this city: And we hazard little in saying that a more effective and powerful appeal to the moral sense and expanding intellects of children, has seldom been presented. Its prominent object is to trace by skilfully arranged groups, portraiture and scenery, the progress from youth to manhood and mature age, of individuals setting out from the same point, as children, but gradually diverging into different paths, represented first by "wisdom's path," and successively by those of falsehood, theft, intemperance and passion. The annexed description of the engraving, drawn up at our request, by a little girl under ten years of age, not only presents a very faithful idea of the work, but serves to show the hold which it is capable of taking on the minds of the young:

1. AN EXPLANATION OF "BARNES' PICTORIAL MORAL INSTRUCTOR."

1. The first in the group of boys is one who appears to be the eldest. He is pointing to a school house in the distance. Perhaps he is reminding them that it is school time. That group of children have evidently resolved to be good, and walk in wisdom's way.

2. Another has a piece of cake in his right hand. It may be that he intends to share it amongst them. He may be a generous boy, and it is most probable that he is. There is nothing particular among the rest of the group.

3. They have become older. One sits on a sloping stone with the Bible in his hands. Another looks like a clergyman and stands by his side. They are reading passages in the Bible. They have another book also. Another man stands by with a map in his hands. A couple of books and a globe are by their side, and there is, in the distance, a church, and another building, which is a school-house.

4. Another group represents two men, one of whom has a paper with geometrical figures on it, which he is showing to the other who holds a book in his hand. Another man is reading busily.

5. The next group represents a clergyman writing in his memorandum book, perhaps—and two botanists, gathering flowers. One has a paper in one hand and a bouquet in the other hand. His companion is stooping to gather a flower. Near them is a roll of paper and two books, one of which is open.

6. The next person is a geologist with a stone looking like a picture on his arm, and another is eyeing with a microscope some curious insect on a stone. Some insects, also, on a stone, lie near, with books, stones and shells. Another person is viewing the stars with a telescope. In the distance there is a church, and a huge building which I cannot describe, but perhaps it is a school-house.

7. Near by there are two oldish men talking

and reasoning with each other very cheerfully. One has a cane and the other a book. Both seem elderly. Far off is a church, and some bushes are near there. Two old men sit by on a couple of seats and seem very happy. They are talking and sit under the shade of a fine tree, and one has a book in his hand.

8. The eighth and last group represents two men praying, at the end of their existence, probably; while the radiant and heavenly light of religion casts its glittering rays upon their happy faces. "Wisdom's ways are ways of pleasantness, and all her paths are peace."

II. LYING LIPS ARE AN ABOMINATION UNTO THE LORD.

1. There is the same group of children as in the first row, in the same posture, and with the same faces. But these children have evidently resolved to tell lies and be naughty.

2. The next consists of a couple of men, one of whom is whispering in the other's ears. Perhaps he is telling him a lie. The other looks as if he did not quite believe what his comrade is telling him. All around is a gloomy, hilly place.

3. Near by stands a man who is telling some monstrous story to another man, who stands gaping opposite to him. He holds up his hands and seems to say "I wish I could believe what you say, sir!" Two men are behind him, who seem to be plotting something between them. Perhaps it is murder! Neither look like decent or creditable persons.

4. The next is a couple of men, one of whom, with a patched and dirty suit of clothes, marches off with his face expressive of sulky feelings. The next is a man with his hands in his pockets, in the same condition as the other. He looks at his comrade with an expression of dislike, and seems to say "O! I wish I could give you a knocking, I'm sure you deserve it well." Two desolate looking fellows: one's clothes patched, with yellow cloth put in his blue pantaloons, with his hands behind his back; the other departing as if he had no friends in the world. These men are afraid of each other; they cannot believe each other, and keep apart by a sort of instinct, which tells them that they cannot agree together.

5. The last are two men, one of whom has a black cloth on his misshapen head; and the other steals off as if ashamed of himself. He has no coat nor hat. These people's end is an untimely one, and they probably do not go to that happier land which is above.

III. WHO HATH WOE? WHO HATH SORROW?

1. The same group of children is here represented as in the other rows. These children have perhaps bought rum or brandy when they had a few cents to spend, and drank it.

2. The next group represents six men drinking rum or wine at a table. They are growing intoxicated, very fast, and will probably leave that little table perfectly intoxicated. Two are drinking, two are about to drink, and one is pouring out a tumbler full. The sixth is talking. In the distance is a house with "Porter" written upon it. Three men linger near it. They probably sell rum or brandy there.

3. Close by dashes a man in delirium tremens, bare footed, bare headed and bare armed. He tears his thin hair from his head in madness. He is fast going towards a house on which is written Alms-House!!!

4. Near him stands a forlorn looking man with his knees patched and his clothes out at the elbows. Poor man! he is but too much an emblem of the drunkard. Close by is a miserable drunkard nearly buried in snow. His rum bottle stands near him. He has probably been intoxicated, and when he set out to return home with his bottle, both he and his bottle were frozen. He is nearly naked. Near him lies a man with his head in a frozen brook. He is perhaps dead; gone to account for his sins at the bar of God. He is cut off in the midst of his sins. Poor, unhappy man!

5. Here comes a red nosed gentleman, limping along on crutches. He has a countenance full of trouble. He is attacked with lameness, gout and rheumatism, all together, perhaps. Last of all is a nearly naked man in the delirium tremens; apparitions of hideous, satanic creatures appear to him. Snakes twine around his arms, and he steps in serpent's mouths. These men's deaths are untimely, and come suddenly while they are in the midst of their sins. They have "woe" and they have "sorrow"!

IV. LET HIM THAT STOLE STEAL NO MORE.

1. The first group represents the same children as in the other rows. The eldest is pointing to an orchard in the distance, where six boys are stealing fruit. One boy receives a hat full of apples which another hands down to him, while a third assists a fourth to scramble down the side of the wall, and a fifth in the tree assists a sixth to climb up.

2. Close by are six men. Three are dividing some spoil amongst them which is perhaps stolen, while the fourth is picking a pocket of one of the men and handing the money to a fifth who stands with open hands to receive it. The sixth, with an innocent countenance, is picking the pocket of the man who is receiving the money! Four men are walking towards a prison door, tied together by a rope, and with their hands fettered. Before them and apart from them, strides a man with his hands and arms also fettered. Another prisoner is farther into the prison with his hands and arms fettered. In the distance there is a great many large buildings.

V. THE WAY OF THE TRANSGRESSOR IS HARD.

1. In this row the same group of six boys is represented. The eldest is pointing to a house in the distance with a man standing in the piazza. Close by are two boys fighting, and another boy is dragging off a little girl. Before him stands a boy who seems to say "Won't you fight me, bub?"

2. The next group represents six men playing cards at a card table. One of them holds out his hands with a sad face while another coolly counts out of it the money he has won. Another tosses away his cards in despair. A fourth leans upon the table looking at a fifth, who is carefully scrutinizing a card; and the sixth looks at the table as if he had there lost his little all. The next scene represents two men fighting. One has probably given the other some trifling insult, and it grew to an appointment in the field. Each has a pistol pointed at the other's head. Near there is a man shooting himself. Two men are being hung in the distance; and a third is in delirium tremens again. Tremendous dragons with fiery tongues assail him; snakes threaten him, while

he, nearly naked, screams and shrieks with fright and horror. These men began with vice and wickedness, and witness their terrible end. The blackness of darkness appears in full view, and they will probably soon be immersed in it. How different, how very different, is their end from that of the righteous; and how beautiful is virtue compared with vice; and how happy is the end of the pious, compared with that of the wicked!

L. A. R.

Q3—The current volume of the Journal will be completed under the editorial supervision of the subscriber; at the expiration of which period such arrangements will be entered into for its continuance, as circumstances may seem to require. In the mean time we claim the indulgence of correspondents and others for all omissions or apparent neglect of their favors, under the immediate pressure of the melancholy dispensation which has deprived us of the co-operation of our late associate.

S. S. RANDALL.

Q3—Sufficient returns have not yet been received from the County Superintendents, in reference to the proposed change of place for holding the Annual State Convention on the third Tuesday of April next (instead of Wednesday, as erroneously stated in our last number,) to enable us definitively to announce the result, this month. We hope to be able to do so in our next.

COUNTY SUPERINTENDENTS OF COMMON SCHOOLS.

F. DWIGHT, Esq.—The utility of this class of officers, has unfortunately been drawn into premature and somewhat angry discussion. From the result, however, the friends of general education have nothing to fear. Prone as the age is to speculate, and forego all the lessons of history and experience in the pursuit of selfish and party objects, there is yet intelligence and honesty enough in the master spirits of the arena to justify the conviction, that "*truth is mighty and will prevail.*" It may, indeed, have many a fearful struggle to pass through, and to measure swords full often with the fiercest of opposing spirits; but the final issue is not a matter of doubt. So with this discussion—it may truly be protracted, but it will not be fatal. On the contrary, it will evolve a multitude of facts, illustrative of the importance of this class of agents, and confirmatory of the wisdom of their appointment.

One obvious and already admitted fact is, that simultaneously with the appointment of county superintendents, commenced the onward improvement of our common schools. During all their previous existence, both under legal regulations, and no regulations at all, these seminaries of the people were little more than opaque bodies, equally devoid of inherent and reflected light. Or, to use another figure, they were "wells without water," or, "clouds without rain," to which nothing less could be "reserved" than "the blackness of darkness for ever." They existed, and this is their only commendation, for they existed only in driveling nonage. I cheerfully own there were

exceptions, schools whose proud pre-eminence the march of improvement has not surpassed—after which it is even now toiling, and which no reform would be likely to improve. Others there were in the *pupilage* of healthful being, at least: but the mass held only an idiotic visibility, and were alike the infamy of legislature, and the disgrace of the people.

Such were our common schools, but such they are no longer. A change has come over them. And this change, though incipient, is full of cheering promise, and incentive to elevated hopes. It is visible in the improved architecture and tasteful appendages of our school-houses. It is visible in the altered mien, the superior intelligence, and gentlemanly bearing of the teachers. It is visible in the Gazettes and Journals which chronicle the doings of educational committees, and teem with essays on the topics and methods of instruction.—Its march is indicated by the increase of "Teacher's Institutes" and "Normal Schools." I speak out in "teacher's drills" and "school celebrations;" in the "district libraries;" in the uprising of popular interest; in the exercises of the school-rooms, and in the increasing knowledge of our youth. It is delightful to see a lad on leaving his winter school, solve problems in algebra and mechanics with a piece of chalk on a board, during the recesses of labor; or to hear him discoursing to his fellows, from a sheaf of wheat, on the science of government, the principles of ethics, or the histories of Rome and Greece. Nor can it be less pleasing to hear the sweet voice of girlhood reading from Milton, or Cowper, or Campbell, with fine discrimination and cultivated taste. And these are the ripening fruits of our common schools, such as till lately they yielded in a vastly diminished ratio. And they are not like the golden apple, which decided the fabulous contest between rival goddesses; they are *real* fruit; and the annual products of these nurseries of our beloved and promising youth.

Now, when were these harvests first gathered in an increasing proportion? Under whose intelligent and judicious supervision have they been ripened for the granary? Before the appointment of county superintendents, were not the vast preponderance of our common schools as barren as an African desert? where only here and there an oasis contrasts with surrounding desolation. And as the office of county superintendent is the centre of all the important changes which have been made in the common school system for one-third of a century, the utility of the office seems to follow as a matter of course.

Another fact in the premises, is, that the character of the county superintendents generally, is such as to merit the highest praise, and inspire sanguine hopes of continued success. I refer to their annual reports, their published letters and lectures—their speeches in convention, and their methods of operation. I am pleased with their intelligence, their liberality, their patriotism, their high toned moral feelings; their indefatigable efforts to realize the spirit of their commission. Who would deem lightly of the usefulness of such men? They may be removed and their office destroyed, though for such a calamity I am not prepared. I do not even fear it. I confide in the good sense of our people. They are not made of the right kind of stuff, to kindle the fire of martyrdom around the benefactors of the up-coming age; nor, with suicidal hand, to strike through

their own interest at these "hewers of wood and drawers of water," in the temple of universal education.

To this character of county superintendents there are flagrant exceptions. I am sorry that it is so, but so it is. There are among them—there have been at least, men, who possess every qualification of *unfitness* for their office; whose only efforts have been to degrade the teacher, revolutionize well-organized districts, and lay the axe at the root of every hope and promise of improvement; and whose only exhibition of moral principle or feeling has been a mindless and heartless brutality. Others, less injurious and less infamous, have done nothing but draw their salaries—drones in the hive, from which they have been, or will be stung out. *Et alii aliter*. But these exceptions are comparatively few—much fewer than the wisest and best experienced in human affairs could have anticipated; while the body of county superintendents, as an educational association, may proudly compare with any other society of educationists in any age or clime on the face of the globe.

Other facts might be adduced and discussed, but these are sufficient for my purpose; and I shall, in closing, only just glance at an intimation sometimes thrown out, that the county superintendents should always be selected from teachers who have followed the profession five years.

I am glad, indeed, that the character of this profession is rising, and that any intelligent part of the community is beginning to regard the teachers as something more than ciphers. They have been defamed and be-nothinged long enough. The world owes them a large reversion of smiles and sunshine, and it is high time there should be a day of settlement. But I do not like the *plan*. It does not follow, of course, that because a candidate has taught school five years, or even fifty, he is therefore qualified—and *better* qualified than any one who has not taught school that time, for the office of county superintendent. Other things being equal, the teacher should be preferred, it is true; but then, when the balance of these other things is against him to a marked extent, to the same extent should the preference be against him. There are teachers, and excellent ones too, who have had long and successful experience, who are not qualified for the duties of county superintendent; and many persons are fully qualified for them, who have never taught school at all. I appeal to facts. Of the incumbents of this office, who are the most efficient and useful? Have not all the other professions, constitutionally eligible, contributed as nobly to the elevation of our schools in this department, as that of teaching? I deprecate exclusiveness and privileged classes. Is the candidate qualified? This is the only proper question, and let the field for his selection have only geographical limits.

I. R.

MR. DWIGHT:

Dear Sir,—It affords me great pleasure to learn from your December number for 1844, that a method of examining teachers has been adopted, both in Philadelphia and in Albany, for which I have long and earnestly contended. From a few specimens of the method you have adopted, inserted in the same number, I am particularly gratified to know, that two great points have been secured—that of ascertaining the teacher's tact at commun-

icating what he knows, and his theory of governing.

There is not the least difficulty in ascertaining how much a teacher knows, in the very act of ascertaining how he would communicate his knowledge. For what he knows how to communicate, he must certainly possess; and if he has not the skill to communicate a thing, it is of little consequence to his pupils whether he *knows* it or not. A thousand licenses in his pocket will not make him a useful teacher.

It seems to me, that next to health and piety in a teacher, the primary qualifications are *love of the profession, sound common sense, skill to govern, and aptness to teach*. Without these, all the mere intellectual qualifications—I mean intellectual *lumber* in the world, will be of little service; while with them, any want of the latter may be soon supplied, either at the Normal school or elsewhere.

Few things give me more pleasure than to see your great state "going ahead" with her common schools. The present is a proud era in the history of New-York. I trust you will not falter; but that your path, like that of the just, will be brighter and brighter to the perfect day.

I was not a little mortified at the misapprehensions of one of your teachers, a Miss Arnold, I think, of Manchester, though I was greatly rejoiced to learn that the teachers in the region with which she is most acquainted, are so greatly superior to those in Connecticut and elsewhere in New England. She says, "we as teachers feel that his denunciations [mine] are rather severe." Now it happens that what she calls my wholesale denunciations were not intended for the longitude of western New-York. From her calling me "the learned Dr." and from some other parts of her communication, I am also inclined to believe she takes me to be but superficially acquainted with common schools. Had she read my "Confessions of a Schoolmaster," she would have found me to be a common schoolmaster by profession, though I once studied medicine, and was for a few years a practising physician. But *I studied medicine, singular as the assertion may seem, to qualify myself to be a constant schoolmaster*. It is well known, that a quarter of a century ago, Normal schools among us were unknown.

Your correspondent asks, "What teacher of common sense would expect to teach the sublime art of reading by such a mechanical process," alluding to what I represented to be the common mode among us, "I am at a loss to determine." Now I have not room, or time to enter "learnedly" upon a discussion of the nature of common sense, but your correspondent ought to know, that common sense in New Holland and New Zealand, is a very different thing, or at least produces very different results from what it does in New England and New York.

Allow me to send you, ere long—say in the course of March next, the report of the sub-committee, (myself and Mr. Raymond,) of the Hartford schools,—not that you will derive much benefit from it, but as an indication of the deep interest I take in this great subject—the improvement of common education.

Yours, truly,

WM. A. ALCOTT.

HARTFORD, Ct. 1845

MR. HENRY'S ADDRESS.

We shall offer no apology, nor will our readers deem one necessary, for devoting so large a portion of the present number of our paper to the excellent Address delivered by Mr. HENRY before the Board of Supervisors at their late annual meeting. It is on a subject of general and absorbing interest, and cannot, we think, fail to command a wide perusal and general admiration.

During the past four years, Mr. HENRY has discharged the arduous and responsible duties of County Superintendent of Common Schools, with fidelity and distinguished ability, and his retirement is looked upon, by all classes of our citizens, as a serious loss to the cause of Education. — *Monk's Courier*.

The hour assigned for the election of a County Superintendent of Common Schools having arrived, Mr. HENRY rose and said:

Mr. Chairman, and Gentlemen of the Board of Supervisors:

It is now four years since, by the action of your predecessors, I was appointed as County Superintendent of Common Schools in this county. By years of observation, I had been convinced of the necessity of reforming our Common School system, and almost from the commencement of my residence in this county in 1835, I endeavored by Lectures, Addresses and Essays in the Newspapers of the day, to awaken the public mind to the importance of this subject. At the time of my first appointment, as is known to many members of this Board, I had but recently returned from a year's residence in an Asylum for the Insane, and my health, both of body and of mind, was by no means firmly established. My physicians had recommended me to take regular and continued exercise on foot and in the open air, and the performance of the duties of this office afforded me ample opportunity for complying with the advice of my medical counsel. I have made my visits to the schools, during four years past, mostly on foot, walking many hundreds of miles. It is probably chiefly owing to these exercises—the pure and exhilarating air of our hill and forest region—the uniform kindness and generous hospitality with which I have everywhere been received, that for two years past, with very slight exceptions, I have enjoyed sounder and more uninterrupted health than at any former period of my life. Under such circumstances, it is impossible that I should not feel profound and lasting gratitude to the citizens of this county for the confidence they have reposed in me, and for their frank, cordial and continued support in the performance of my official duties.

During the two terms I have held this office, I have unreservedly devoted my humble abilities to the performance of its various duties, sparing neither time nor expense—and I think I may truly say, that the success of the cause, and not pecuniary compensation, has been the chief object of my solicitude.

What success has attended my labors, those who have witnessed them can best determine. I have received many highly gratifying testimonials, both from within and without the State, placing an estimate upon my humble services far above the value which I can set upon them. These testimonials, however, refer to general services in behalf of the great cause of education, rather than

to any which have been performed in any particular locality. I flatter myself, however, that whoever will impartially examine the present general condition of the Common Schools in this county, and compare it with that they exhibited four years since, will find that many great and desirable changes have been already made. There are now more comfortable School-Houses, better furnished with apparatus and general conveniences—a greater number of well qualified Teachers—a better selection of Text Books—more perfect order generally maintained in the schools—a more regular attendance of pupils—general cleanliness more strictly observed—greater proficiency in the studies pursued—more methodical and scientific modes of instruction—better manners, and a higher state of morals, than have ever before existed in the Common Schools of this county since my acquaintance with them.

Nor is improvement confined to the schools alone. The inhabitants of the districts, generally, feel a deeper conviction of the importance of education—have juster and more comprehensive views upon that subject—manifest an increased interest in the prosperity of the schools—are more vigilant in securing the services of competent Teachers, and more readily incur the expenditures necessary to the support of the schools. It is not claimed that these desirable results are solely or even chiefly owing to my labors; they are principally to be attributed to the cordial and efficient manner in which school officers, teachers and the inhabitants generally, have performed their duties in relation to the schools, and aided me in introducing measures of reform.

The relations which have subsisted between the Common School Teachers of this county and myself, for four years past, have been most cordial and intimate. Though in the great majority of instances they are young persons, they have almost without exception, been characterized by an earnest desire to know thoroughly and to perform well their duties. Their humble, unobtrusive, and too often, inadequately paid labors, are to give direction to the thoughts and tell upon the lives and characters of many successive generations. When we consider the results produced, the importance of the Teacher's profession can scarcely be over estimated; and I should feel that I had failed in the performance of duty to myself, and to the Teachers of this county, did I not, upon this occasion, cordially commend them to the favorable consideration of the gentlemen composing this Board, and to all sincere friends of popular education.

It is due, also, to the Principals and Tutors of the Academies in this county, that I publicly acknowledge my numerous obligations to them. From their well-stored minds and ample experience, I have always derived aid and instruction, while they have actively and uniformly co-operated in every well considered measure for improving the Common Schools of the County. The relations which have subsisted between the Academies and the Common Schools have always been of the most intimate and friendly character. May such relations be perpetual.

The imperative duty of educating, or forming aright the character of the young, is solemnly enjoined upon us in every page of our country's history. The unanimous voice of the sages, patriots and heroes, whose united action gave us the glorious heritage of free institutions, bids us ever

preserve a watchful care over the formation of youthful character, assuring us that public liberty cannot, for one moment, exist after intelligence, and virtue have ceased to be diffused among the masses of the people. This is the grand moral of American history—the cardinal maxim of American politics.

The late distinguished superintendent of common schools, the Hon. Samuel Young, whose efficient and judicious action, as a school officer, is cordially and unanimously approved by the wise and patriotic of every sect and party, has recently and publicly declared, that the subject of popular education is second in importance to no other claiming the attention of a free people. In the justness of this sentiment, I cannot for a single moment doubt that every gentleman of this board, unreservedly concurs; and I am confident that each is unalterably resolved that this great and vital interest shall never suffer by carelessness in the performance of any act in relation to it, with which he is charged.

The duty of appointing county superintendents, is by law assigned to the boards of supervisors; and safer and more discreet depositories of this delicate and responsible power do not exist. The selections which have been made for four years past, almost uniformly attest, that sound judgment and discretion, competent literary and scientific attainments, unblemished moral character, and ardent and untiring devotion to the great cause of popular instruction, have been the only effectual recommendations which have led to these appointments; and while selections for this office shall be influenced only by such considerations, there can be no doubt that the action of these officers will be highly conducive to the prosperity and salutary influence of the common schools.

It has been objected by some that the system of supervising the schools—through the agency of county and town superintendents, is complicated and expensive. To this objection it may be truly answered, that while this system is far more efficient and salutary, its expense is at least one-third less than that of any system which has preceded it. The true standard by which to determine the value of our common school system, is the influence it exerts upon the character of its pupils and of the public at large.

To all objections that may be urged against our common school system on account of its expense, it may be properly answered, that it will always be safer and better economy to appropriate hundreds for education, than hundreds of thousands for the suppression of insurrection and rebellion.

The common school system of New-York, comprising its eleven thousand school districts, with its free library in each of them; its state, county, and town superintendents; its Normal school and Teachers' Institutes; its District School Journal, and Teacher's Advocate; its state, county, and town associations of teachers; its six or seven hundred thousand of pupils; its intelligent, harmonious and efficient action, has excited the wonder and admiration of every state in our Union—many of which have already paid us the high compliment of essentially adopting it by legislative enactments. The record of this glorious system will hereafter glow upon the impartial page of history as the proudest monument of our legislation. Indeed, it has been already pronounced by the hon. Horace Mann, and a more competent judge does not exist, the best common school system in the world. The

following is the description of our system as given by that accomplished, able, and indefatigable champion of popular education in the Massachusetts Common School Journal of July 15, 1845:

"New-York has the best common school system in the world. The state has a magnificent fund. There is a library in every school district. Provisions are made for introducing apparatus into all the schools.—It has a Normal school for the preparation of teachers; and it has devised the plan of Teachers' Institutes, which are short Normal schools. An educational paper is also sent, at the expense of the state, to every school district in it. The school system of New-York, is not only superior in its structure and organization, but it is worked with more efficiency than any other. Indeed, the working may be said to result from the structure. It goes easily, powerfully, and with as little friction as such a vast piece of machinery could be expected to do."

The history of the reform which has been achieved in our common school system, has already become a subject of deep interest; and those who originated its plan, or afterwards aided in its progress, are now very generally receiving credit for good services performed for their country.

Perhaps it may not be inappropriate to the present occasion, briefly to review the proceedings of the people of this county for several years past in relation to this interesting topic. In the fall of 1836, a convention of the friends of popular education and common school reform, was called to meet in January next ensuing. This call was signed by Messrs. Abijah Beckwith, Abel Hannab, and B. Philco, of Columbia; John Holmes, Ezra Holmes, and Asa Wilcox, of Danube; David Chassell, Moses Johnson, and V. S. Kinyon, of Fairfield; Abijah Mann, Jr. G. B. Judd, and Caleb Badlong, of Frankfort; E. Remington, Frederick Bellinger and Micajah Benedict, of German Flats; Aaron Hackley, F. P. Bellinger, and F. E. Spinner, of Herkimer; Henry L. Easton, Chester Catlin, and John Raymond, of Litchfield; N. S. Benton, S. W. Brown, and Lester Green, of Little Falls; D. B. Winton, A. T. E. Lansing, and L. G. Haskins, of Manheim; Westel Willoughby, Wm. S. Benchley, and Henry Carter, of Newport; Wm. B. Curtis, Wm. Reynolds, and J. H. Ferris, of Norway; Edmund Varney, Isaac Betticher and W. Booth, of Russia; Wm. Thompson, Atwater Cook, Jr. and Henry Devereux, of Salisbury; Cady Knapp, George Burch, and Patrick M. Smith, of Schuylers; C. T. E. Van Horne, John T. Hall, and John R. Hall, of Stark; Wm. C. Crain, Jonas Cleland and Francis Ethridge, of Warren; D. R. Carrier, Benjamin Carver, and J. M. Prenderast, of Winfield.

In pursuance of the foregoing call, a convention assembled at the court-house, on the third day of January, 1837. Of this convention, Hon. N. S. Benton, was chosen president, Henry Ellison, and Ephraim Tisdale, esqrs. vice presidents, and E. A. Munson, esq. secretary.

From the series of resolutions reported by LAUREN FORD, esq., and adopted by the convention, the following is an extract:

"Resolved, That this convention do respectfully suggest to the legislature of this state, the propriety of providing by law for the appointment and payment of a general instructor of common schools for each county, or given number of school districts, whose time shall be exclusively devoted to the personal inspection and superintendence of all the schools in his district or county, with such powers, and subject to such regulations, as may be adopted by a general superintendent for the state, or by a board of county inspectors, as the legislature may provide.

From the address to the people adopted by that convention, the following is an extract:—

"It is believed that a more thorough supervision of our schools is necessary to their success. The superintendence of the education of half a million children and youth, is a task equal to the undivided energies of the most competent individual, even when aided by a board of education and all necessary sub-agents. This duty, in our state, has hitherto been incidentally performed by the Secretary of State, and has been as efficient and salutary as could be expected under the circumstances of the case; but we believe the able officer now filling that station (Gen. Dix) would unreservedly concur with us in our views upon this subject. We hope soon to number a minister of public instruction among our state officers, and to see that minister advised and aided by a state board of education, and also by active county inspectors of common schools."

Such were the recommendations of the people of this county more than four years before the passage of our present school act; nor does their action here terminate. The bill, as originally reported, gave the appointment of county superintendents to the secretary of state. On the suggestion of the Hon. A. Loomis, then member of the Assembly from this county, it was so amended as to give the appointment of these officers to the board of supervisors; and when so amended, it was supported by the votes of both Messrs. Loomis and Hoffman. This amendment was a most important one, for such is the jealousy of central power, that without it, the act, in all human probability, would have been long since repealed.

Lastly, a citizen of this county, one who had been most active and prominent in recommending the reforms which, in practice, have proved so beneficial—the Hon. N. S. Benton—has been recently called to the superintendency of our unrivalled common school system. At the late Syracuse Convention of County Superintendents, he publicly declared that his original views had been confirmed rather than changed by his observation of the practical effects of our present common school organization, and that it was his fixed resolution to devote his best powers to make it as efficient and salutary in action as it is judicious and comprehensive in principle. In the fulfilment of this resolution, he will be aided and sustained by the cordial co-operation of the people of New-York; but in no part of the state, judging from their past history, will his efforts be more cheerfully, perseveringly and effectually supported than in the county of Herkimer.

One of the most striking and valuable characteristics of our common school system is its entire destitution of sectarian or party prejudice. It is reared in that liberal, though catholic spirit, which so generally pervades the constitution of the Union; establishing a perfect equality of rights, and diffusing its benefits, like the dews of heaven, alike on the rich and poor. We trace such a spirit in the conduct of those distinguished citizens who have, from time to time, been charged with the administration of the system. Hence we see a Young publicly and magnanimously surrendering his preconceived opinions, perfecting the details, and with all the indomitable energies of his soul, entering into and carrying out in practice the admirable arrangements of the sagacious and accomplished *Szencza*. On such conduct, indicating the purest and loftiest virtue, the patriot and philanthropist will always dwell with ever-increasing delight. When we contemplate this munificent system of popular instruction, reared by the uni-

ted intelligence and wisdom of our whole people; when we think of the hundreds of thousands of human beings whose minds are to be enlightened, whose souls are to be purified by the precious influences which it is constantly sending forth, is it too much to hope and believe, that in reference to this great cause, "we shall all of us grow candid, and bury in silence the odious epithets of party distinction?"

It is now ten years since I became a resident in this county; and during that whole period, the improvement of our common schools has been one of the chief objects of my pursuit.—For four years past, I have been exclusively employed in investigating the great principles upon which useful and practical education is based, and in the performance of my official duties. In view of this long period of service, I trust that I may now respectfully announce that I am no longer a candidate for the office of county superintendent.

Be pleased, gentlemen, to accept my cordial thanks for the confidence which you and your predecessors have reposed in me. The relations which have existed between me and the several boards of supervisors, during both my official terms, will ever be a subject of grateful remembrance. Permit me, through you, to make public acknowledgment of the many tributes of regard bestowed upon me by the good citizens of Herkimer county—to return them my sincere thanks for the generous hospitality with which they have ever welcomed me to their well furnished and happy homes. Never will the recollection of their generosity be effaced from my memory. More true and constant friends I have never known; and to the last day of my life, my ardent prayers shall be offered for their happiness and prosperity.

On the conclusion of Mr. Henry's remarks, George Avery, esq., Supervisor of Salisbury, offered the following resolution, which was adopted unanimously:—

Resolved, That the thanks of this board be tendered to James Henry, jr., esq., late county superintendent of common schools, for the ability and fidelity with which he has discharged the duties of that office; and that, in the opinion of this board, his retirement is a severe loss to the cause of education in this county and state.

THE following choice extract is sent us by Mr. William Goodman, of New-York, author of "The Social History of Great Britain, during the reigns of the Stuarts, beginning with the 17th century, being the period of settling the United States," two small cheap vols.

"OBJECTIONS TO LEARNING ANSWERED."

BY GEORGE ENSOR.

THE puerile and ignorant make many impertinent objections to learning. They say it causes pedantry. It may alter the direction of this folly, but not create it. Pedantry is the formality of cold, or the fastidiousness of weak minds:—a learned pedant had been a cockcomb in dress, if finery instead of books had first caught his attention. Every state and condition has its pedants:—lawyers, and apothecaries, and stockjobbers, and sportsmen, and village surveyors, often display as much pedantry in their respective pursuits, as the

recluse of a college; with this distinction,—that the pedantry of a learned man has a relish of precious things. I do not wish to screen the affectedly literate from reproach: those who render their discourse a medley of foreign and antique terms; which to understand requires a diploma from Babel, are disgusting. Those who make a parade of their literary pursuits, discredit letters, and dishonor themselves.

Another objection is, that great learning injures the sprightliness of man's wit. Did it Lucian's, or Rabelais, or Cervantes, or Butler's, the author of *Hudibras*? Cervantes was a studious reader, and the others without wit, had been famous singly by their learning.

It has been asserted, that an intimacy with books prejudices the mind. They who intimate this opinion talk much of reading the world. One of the most visionary of those fanatics is a traveller called Steward.* He felicitates himself on his ignorance of literature, and to this, he attributes the liberal state of his understanding. Had he been at all a reader, he might have avoided repeating Witwood's sneering reason for the happiness of Petulant's wit in Congreve's "Way of the World." "His ignorance gives him the more opportunities to show his natural parts."

It is objected to the studious, that they neglect their private affairs. Sophocles was cited before a court of justice for this imputed omission; and Patru informs his readers, † that the love of letters had ruined his fortune. I do not wish to conceal or palliate this carelessness.‡

I would reprehend it: for the fascination of literature to one imbued with its principles, is so powerful, that the studious cannot be too frequently guarded against its seductions. But prudence in domestic economy is not incompatible with literary habits; and if authors are seldom worldly in their speculations, they are seldom prodigal in their expenses.

It is incessantly urged, that the possession of letters is not profitable. No one who has conversed much with a dealer's arithmetic who does not babble this objection; and they may exemplify their remarks by Milton, who sold, with some difficulty, his "Paradise Lost," for a few pounds; but they should know, that the object of their own craving is not the ambition of all. I am persuaded that there are men who had rather be authors of *one ode*, than make a profitable contract for a loan. If these jobbers and contractors, (and I have no objection to them, when they do not prate about what they cannot comprehend,) limit the epithet profitable to money, I agree with them; for the day-laborer is prodigally paid in comparison to the studious. But profit has a more liberal interpretation: an author looks to his fame, and the entertainment and the instruction of the world. These are his remuneration!

It is said that study abstracts men from society. It makes them select: for every man cannot be their companion. "Decency and distinction," says Sir Wm. Temple, in his essay on conversation, "make a man solitary." The studious can

entertain themselves; they do not require the presence and the noise of the many to be assured of their existence, or their enjoyments.

The most curious objection is, that learning unfits a man for active life. Hipparchus, called the sage, was extremely learned: he governed Athens by the assistance of learned men; and his administration was termed a revival of the golden age. Demetrius Phalereus, who presided over Athens for many years with the greatest dignity, and Pericles, and Phocion, and Aristides, and Ephialtes, and Longinus, were all deeply versed in learning and philosophy. So was Lysurgus, the legislator of Lacedemon: and the philosophers, Socrates, Charondas, Archytus, Solon, Bias, Thales, Chilo and Pittacus; Cleobulus, who reformed many states; and Epaminondas, and our own Alfred, (that exemplar of ability, activity and goodness); were the most literary characters of their respective ages.

Rome, during the reign of Marcus Antoninus, and Thebes during its prosperity, and other states, fully authenticate Plato's opinion, that "nations would never be well regulated till philosophers were governors, or governors philosophers."—Contrast the administration of Antoninus and Domitian; he, who banished by consent of a base senate, the philosophers from Rome;—an act only equalled by the Ephesians, and the revolutionary French. The former condemned an aristocracy of virtue, and banished Hermodocus: the latter despots, an aristocracy of talents; and those who did not fly from persecution were destroyed.

Such is the influence of learning in political life, that nations were happy when they enjoyed its influence. Nero was a prosperous ruler under the direction of Seneca: and Hermosus, when he enjoyed the advice of the philosopher Barzuz; but when those were gone, how lamentably did the two empires fall into disorder! Confucius established, that "learning should be the road to magistracy" in China; and examples prove his wisdom, and their absurdity, who esteem literature incompatible with active life.

It is a common objection with the superficial, that study injures the health, and abridges the term of life. It is true, that Euler, in his too close application to solve a problem, fell into a fever, and lost one of his eyes; and that Madame du Chatelet, a most extraordinary woman, by too intensely laboring her version of Newton, shortened her days. But these are extreme instances, and only exemplify the ill effects of study prosecuted to excess. Were such objections against study admitted, then they who died through abstinence would disprove the advantage of sobriety. If the female editor of Newton prematurely died, Cassandra Fidele, the most studious and learned female of her time, lived till she was a hundred and two!

I scarcely know any description of people longer lived than the studious. Gorgias lived till he was a hundred and seven; Democritus till he was a hundred and nine; Hippocrates till he was a hundred and four; Galen till he was a hundred and forty; Plato reached the grand climacteric; Carneades, who was so studious that he neglected his meals, lived till he was eighty-five or ninety; Craterus composed his comedy of the Flagon, and bore away the prize, when he was ninety-six. Theophrastus informs his readers that he drew up his characters when he was ninety-nine; and Sophocles composed a tragedy when a hundred.

Varro, the most learned of all the Romans,

* Travels to discover the source of moral to, noim.
Page 24.

† Lettre a Mons le duc de Montausier.

‡ I believe it was Budens, who, when a person came into his study and informed him his house was on fire, answered, coolly, "Avertissez ma femme; je ne m'a mele pas dans les affaires du menage." Buden, according to Bayle, lamented the time which sleep and meals deducted from his studies."

wrote on agriculture at a very advanced age.—Cato the elder, made his famous speech in his own defence at eighty-six; and this universal scholar, according to Livius, continued his oratorical exertions with undiminished vigor after his ninetieth year.* Magliabechi was immensely studious, and he survived the age of four score.—Huet, (in France,) studied unremittingly till he was ninety-one. Fontenelle almost completed a century. D'Aguesseau, who never knew a greater relaxation than a change of studies, was long lived. Voltaire, though puny born, and who wrote so much that his works fill thirty or forty volumes, might also be remarked for his longevity.†

In our own country, (England,) Hobbes lived till he was ninety-two; "neither was his eye dull, nor his natural force abated;" and many others, whom it is unnecessary to enumerate, who were most eminent for their studious habits, like Cowley, "blossomed soon and flourished long." It is an irreverend mistake to conceive that study, which is the source of knowledge, (and Bacon says that "man is but what he knoweth.") should prematurely terminate his life.

Shall any dare henceforward to depreciate study? The dull and the ignorant should know, that stupidity and ignorance are no more excused by belying study and its acquisitions, than that audacity extenuates the crimes of murder and robbery. Let those who ebb ingloriously with the lapse of life, and who account all glorious efforts folly or Quixotism, withhold their profane tongues! How can man entertain himself as innocently as with books? They amuse,—they instruct,—and they provide futurity with a pleasing resource.—As Bolingbroke wrote "*the foundations of a happy old age must be laid in youth, in the use of retirement and study.*" By books calamities are prevented or moderated when they arrive; they are advantageous by various means, the knowledge they impart, the occupation they give; or, as Xylander, who made books which were the amusement of his youth supply his wants when he became old: they are the faithful monitors and friends of all times and fortunes. Literature is the pleasure of youth, the delight of manhood, and the foundation of authority to the old. The Hindoos, according to their monarchical notions, say, "*that knowledge attained by a man of low degree ranks him with princes.† As the goal is the station of victory to runners, the reward of study is appropriated to old age.*"§

ECLECTIC EXAMINATION.

We ask the careful attention of school officers to this brief notice of a novel method of examining schools. Something similar, we are

* If Cornaro could be accounted a literary man, he would be a curious example for this purpose. He was a writer; and at the age of ninety-five, in his *Amerouoli Esortazioni*, and in his *Della Vita Sobria*, written a few years earlier, he speaks of the improvement of his senses, and the superiority of his singing voice then, to what it was at any former period.

† "In 1833, M. de Chateaufort made a calculation on the duration of studious life of the ascertained ages of 900 men of the four old academies. The medium of life was 67 years and 10 months, and of academic existence twenty-six and a half years.

‡ Sir W. Jones.

§ Demophilus.

aware, is customary at many school celebrations, but this particular plan, in all its details, has not been tried in this state. It possesses some obvious and important advantages, and as accessory to the separate examination of each school, would prove interesting and useful.

We have received a part of the report of the recent eclectic examination of the first class of each of the Boston Grammar Schools, on the Philadelphia and Albany plan of printed questions and written answers, which makes some strange revelations. We shall draw from it freely for the next Journal.

[Extract from the Annual Report of the Visitors of Common Schools of the city of Cincinnati, for 1844.]

After the annual visitation, the trustees proposed to hold an Eclectic Examination of a certain number of the more advanced pupils, selected as nearly equally as practicable, from each of the schools. The object of this was, to exhibit to the citizens, who might not have had an opportunity of witnessing the general visitation, the actual condition of these public institutions.

Accordingly fourteen pupils, seven male and the same number of females, were selected from the more advanced classes in each school. These were congregated in the Wesley Chapel on the 26th June; and divided into classes, embracing the various branches of Reading, Modern Geography, Arithmetic, United States History, Book Keeping, Ancient History and Geography, Algebra, Geometry, Natural Philosophy, and Astronomy.

The several classes were subjected to the examination of the visitors and inspectors of the common schools, without any preconceived whatever.

To bring the pupils away from their respective schools, — to examine them in the presence of a large promiscuous audience, and to do this by means, not of their instructors, but of gentlemen to whose phraseology and manner of examination, they were almost entire strangers, was undoubtedly as severe a test of the accuracy of their knowledge as could be desired.

To say that almost without an exception, the examination was highly creditable both to the pupils and their instructors, would only be responding to the opinions already expressed by a large audience, composed in part of various competent judges, including not only many of our most intelligent citizens, but several distinguished strangers, who happening to be in the city, availed themselves of the opportunity to witness the exercises.

In addition to the classes examined, much interest was excited by the beautiful specimens of Penmanship exhibited, the recitations of the pupils and the compositions, and also by the exercises in Music of the classes taught by Mr. Colburn and Mrs. Thatcher.

On the whole the exhibition was highly satisfactory, and we trust has contributed in some degree to awaken a still more deep and lasting interest among our citizens, in the welfare and prosperity of the common school system.